Evidence-Based Practice: Exploration and Implementation

Edi Winkle, MSW

Lansing, MI

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FRIENDS National Resource Center for Community Based Child Abuse Prevention

A Service of the Children's Bureau

Desired Outcomes

- Gain an understanding of the Stages of Implementation

- Learn how to begin to explore EBP

- Gain knowledge of resources & tools for EBP
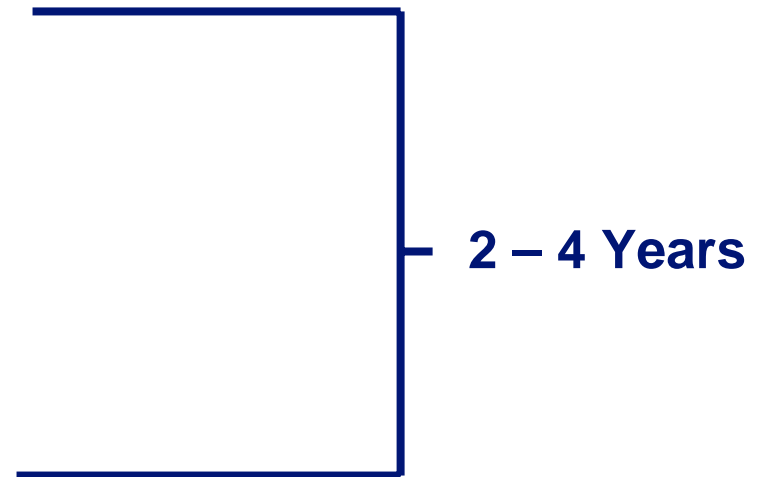
- Identify further strategies and concerns

Next Steps

I am interested in learning more about Evidence-Based and Evidence-Informed Practice, so where do I go from here?

Stages of Implementation

Implementation occurs in stages:

- Exploration
- Installation
- Initial Implementation
- Full Implementation
- Innovation
- Sustainability

2 – 4 Years

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

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Stages of Implementation

What do we mean by "implementation"?

Implementation is a specified set of activities designed to put into practice an activity or program of known dimensions.

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What do we mean by "stages of implementation"?

Implementation stages are a series of overlapping sets of activities that help move an ebp from an "idea" to "reality".

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Remember -

- Implementation is not an event.
- Implementation is a mission-oriented process involving multiple decisions, actions, and corrections.

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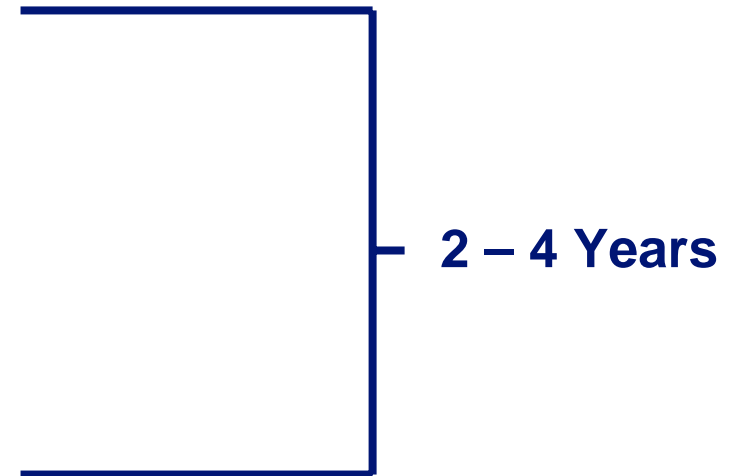
Implementation Stages

- <u>Exploration</u>: assess the potential match among needs of children and families, evidence-based program benefits and requirements, and community resources available in order to make the decision to proceed (or not).

- <u>Program Installation</u>: tasks related to the evidence-based program that must be completed before first child and/or family is seen.

- <u>Initial Implementation</u>: Program begins to function; staff in place, referrals begin, and children and families begin to receive services.

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Implementation Stages

- <u>Full operation</u>: Program is fully operational; procedures/processes rountinized;all the 'realities of doing business' are experienced and worked through.

- <u>Innovation</u>: Local factors can lead to novel and effective solutions within context of the program; BUT there is a big difference between an innovation and program drift.

- <u>Sustainability</u>: A key part of every stage! Internal and external factors impinge on a program and lead to demise or continuation; coping/adaptation are notable features.

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Exploration

The purpose of exploration is to assess the potential match among:

- needs of children and families in the community,
- community resources available,
- and the potential fit to existing evidence-based programs

in order to make the decision to proceed (or not).

Participants in the Exploration Process

- Who will need to be included in exploring adoption and implementation activities in your community?
  - Which administrators and practitioners from inside your organization will need to be on board?
  - Other constituents? Partner organizations, community organizations, advocates, consumers?
  - Consider the value of multiple perspectives

Assessing Needs and Commitment

- What are the needs in your community?
  - What issues?
  - Populations of concern?
  - Political/Social considerations?

- Community Buy-in and Commitment are essential
  - Strategic planning processes

Assessing Resources

- Change is required and it will require additional resources
- Potential Community and Consumer Partners
- Leveraging Resources in the Community

Exploring Intervention Components

- What needs to be considered when exploring evidenced-based interventions?
  - Where do we find information about them?
  - How do we learn more?
  - Who should we talk to?
  - What are the intervention components?
  - What about adaptation and fit?

Exploring Intervention Components

Where do we find information about them?

- Journals
- Source Documents
- Registries

Exploring Intervention Components

Tools:

- Exploration Handout
- Identifying and Selecting Evidence
- Issues to Consider in EBP Selection
- NREPP's questions-for-developers

Exploring Intervention Component

How do we learn more?

- Who should we talk to?
  - Developers and Purveyors
  - Other communities and states that have adopted the program or practice
- What are the Core Intervention Components?
  - Active ingredients of a program
  - Functions tied to theory

Exploration: Questions

What do you need to know when exploring the implementation of an EBP in your community?

– What problems exist?

– What is the target population?

– What program or practices exist that might help solve that problem?

– What are the core components (active ingredients) of the program?

– What training and technical assistance can be expected from the program developer?

Exploration: Questions (cont'd)

- What community members and organizations need to be involved in the decision to select a program?

- What are the costs of start-up and ongoing support of the program/practice, and what sources of funding are available to pay for start-up and to support implementation?

Exploration: Questions (cont'd)

- What changes will be needed in the provider and partner organizations (federal, state and local bureaucracies) to allow full and effective use of the program/practice?

- What data systems must be in place to monitor fidelity and intended changes in consumer outcomes and changes in organizational and bureaucratic supports?

Where can you find evidence-based programs and practices?

What else do we need to know?

The usability of a program has nothing to do with the weight of the evidence regarding that program:

- "Evidence" on effectiveness helps us select what we might **choose** to implement;

- "Evidence" on effectiveness **does <u>not</u> help us implement** the program.

What is implementation?

A specified set of activities designed to put into practice an activity or program of known dimensions.

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What Doesn't Work

Diffusion/dissemination of information by itself **does not** lead to successful implementation (research literature, mailings, promulgation of practice guidelines)

Training alone, no matter how well done, **does not** lead to successful implementation

What Doesn't Work

Implementation by **edict alone** does not work.

Implementation by **"following the money"** does not work.

Implementation **without changing** supporting roles and functions does not work.

Paul Nutt (2002) *Why Decisions Fail*

Collaborations

Improving your collaborations through EBP/EIP will strengthen communities. Improved collaborations will produce:

– better needs assessments

– more informed funding decisions
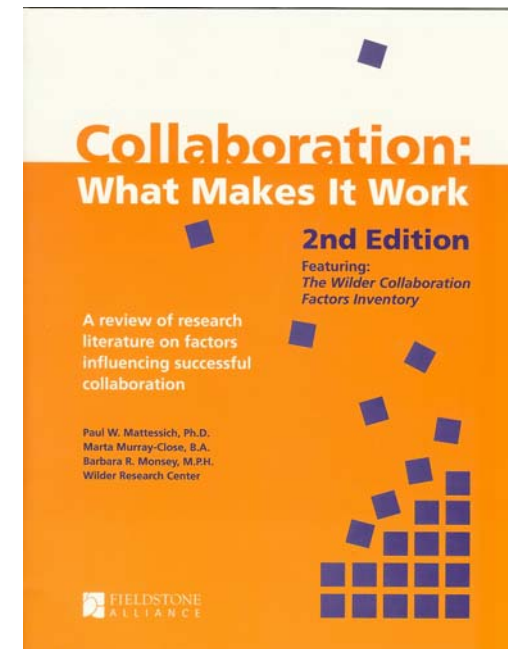
– stronger basis for providing match dollars

Collaborations
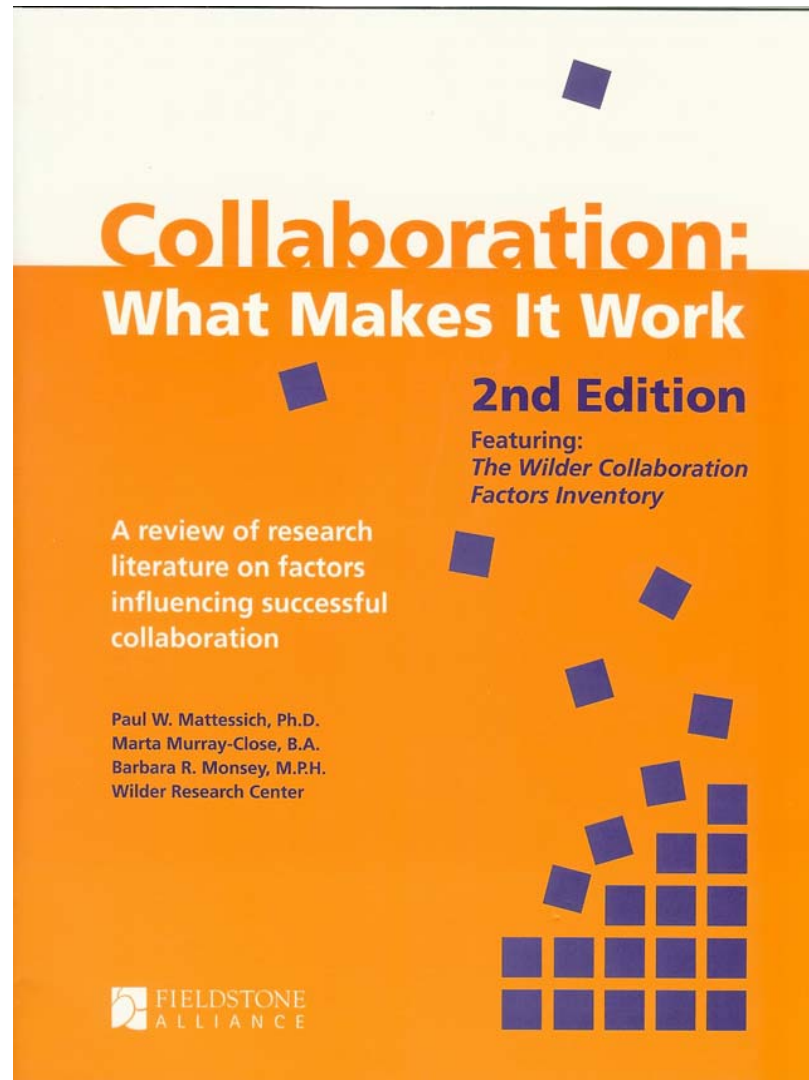
Collaborations

The Wilder Collaboration Factors Survey

–Defining Success Factors

–Understanding Factors

–Implementation

–Self-examination

Contact Information

Edi Winkle

ediwinkle@cox.net